

TEEN LIVING

COURSE DESCRIPTION: *Teen Living* is a comprehensive course designed for the middle school curriculum. The course empowers students to assume personal responsibility in a diverse and ever-changing society. The course assists students in making a seamless transition into higher academics leading to a successful and productive adult life. Students develop transferable workplace skills and habits.

Instructional content includes:

- Academic Integration
- Technology Application
- Career Planning
- Money Management
- Nutrition, Fitness, and Personal Health
- Personal Appearance and Environment
- Family Relationships
- Child Development
- Adolescent Issues
- Leadership and Citizenship

Family, Career and Community Leaders of America (FCCLA), the co-curricular student organization, provides students with opportunities for leadership development, personal growth and school/community involvement.

Recommended Grade Levels: 5-6-7-8

Note: Flexibility is allowed to accommodate for grade levels and schedules.

Teen Living

Course Standards

- Standard 1.0** Apply reading, writing, listening, speaking, science and mathematic skills to school, family, career and community settings.
- Standard 2.0** Use technology to access, manage, create, manipulate and interpret information.
- Standard 3.0** Evaluate personal interest, traits, abilities and goals to maximize future educational and career opportunities.
- Standard 4.0** Demonstrate skills to manage financial resources to promote independence and personal responsibility.
- Standard 5.0** Assess nutrition and fitness practices that promote personal well-being across the life span.
- Standard 6.0** Demonstrate the use of effective management practices relating to personal habits and living environments.
- Standard 7.0** Analyze the impact of the family on personal development and society.
- Standard 8.0** Develop skills to meet the needs of children.
- Standard 9.0** Examine personal self-development in adolescence and throughout the life span.
- Standard 10.0** Demonstrate leadership, citizenship and teamwork skills required for success in the family, workplace and community.

**Teen Living
Course Standards and Expectations**

Standard 1.0 Apply reading, writing, listening, speaking, science, and mathematic skills to school, family, career and community settings.

Expectations and Performance Indicators:

- 1.1 Comprehend a variety of printed materials.
- 1.2 Write effectively for multiple purposes.
- 1.3 Use appropriate communication strategies with individuals of different cultures and diverse perspectives.
- 1.4 Apply scientific principles in interdisciplinary studies.
- 1.5 Use numerical data analysis in real-world problem solving.

Standard 2.0 Use technology to access, manage, create, manipulate and interpret information.

Expectations and Performance Indicators:

- 2.1 Demonstrate proficiency with communication technologies to prepare publications and produce other creative works.
- 2.2 Locate information and manage records for family, work and community settings.
- 2.3 Utilize technology to interact positively with peers, experts and other audiences.
- 2.4 Practice responsible and safe use of technology related to privacy, security and copyright laws.

Standard 3.0 Evaluate personal interests, traits, abilities and goals to maximize future educational and career opportunities.

Expectations and Performance Indicators:

- 3.1 Explain the value of jobs.
- 3.2 Relate skills taught in school to occupations.
- 3.3 Examine the career clusters to determine the knowledge, skills and attitudes associated with each cluster.
- 3.4 Demonstrate communication skills and teamwork skills in the community and workplace settings.
- 3.5 Identify resources that assist in educational planning and pursuit.

Standard 4.0 Demonstrate skills to manage financial resources to promote independence and personal responsibility.**Expectations and Performance Indicators:**

- 4.1 Analyze ways to manage resources effectively.
 - 1. Identify human and non-human resources.
 - 2. Determine ways to manage time, energy, and money.
 - 3. Utilize the decision-making process to guide financial goal setting.
- 4.2 Evaluate budgets, spending habits, goals and plans.
- 4.3 Assess financial services.
 - 1. Examine practice financial record keeping methods.
 - 2. Contrast the benefits and dangers of using credit.
- 4.4 Evaluate the use of technology in managing resources.
- 4.5 Identify the influence of advertising techniques targeted toward youth.

Standard 5.0 Assess nutrition and fitness practices that promote personal well being across the life span.**Expectations and Performance Indicators:**

- 5.1 Evaluate the impact of nutrition on health, achievement and productivity.
- 5.2 Choose a well-balanced diet for adolescents.
 - 1. Identify nutritional food sources and describe the body's use of the nutrients.
 - 2. Classify foods and identify recommended servings according to current nutrition guidelines.
 - 3. Assume personal responsibility for healthy eating habits.
- 5.3 Identify food safety and sanitation procedures in the kitchen.
- 5.4 Demonstrate table setting rules and meal etiquette.
- 5.5 Evaluate food label information and food costs.
- 5.6 Describe factors that help achieve physical wellness, including eating, sleeping and physical activity.

Standard 6.0 Demonstrate the use of effective management practices relating to personal habits and living environments.**Expectations and Performance Indicators:**

- 6.1 Practice good grooming habits and personal hygiene.
- 6.2 Summarize principles of clothing selection and care.
- 6.3 Compare methods of cleaning, maintaining and organizing personal and shared living space.
- 6.4 Determine home safety practices.
- 6.5 Choose methods to conserve, re-use and recycle resources to maintain the environment.

Standard 7.0 Analyze the impact of the family on personal development and society.**Expectations and Performance Indicators:**

- 7.1 Examine the family as a basic unit of society.
- 7.2 Analyze the functions of the family.
- 7.3 Identify roles, rights, and responsibilities of individual family members.
- 7.4 Analyze the effect of family relationships on personal development.
 - 1. Explain factors influencing parent-child relationships.
 - 2. Promote positive parent-child and sibling communication.
 - 3. Explain how positive family relationships contribute to personal effectiveness in school, work and community environments.
 - 4. Examine methods of coping with personal and family change and/or crisis.

Standard 8.0 Develop skills to meet the needs of children.**Expectations and Performance Indicators:**

- 8.1 Examine responsibilities of caregivers.
- 8.2 Describe practices that maintain a safe environment.
- 8.3 Summarize developmental principles and influences on childhood.
- 8.4 Demonstrate skills that meet developmental needs.
- 8.5 Plan age-appropriate play activities.
- 8.6 Evaluate positive child guidance.

Standard 9.0 Examine personal self-development in adolescence and throughout the life span.**Expectations and Performance Indicators:**

- 9.1 Research human growth and development throughout the life span.
- 9.2 Identify physical, emotional, social, intellectual, and ethical growth as they affect personal responsibility in relationships.
- 9.3 Explore personal values and goals and their effect on life decisions.
- 9.4 Observe the effects of peer and media influence on personal decision making.
- 9.5 Recognize negative relationships and practice refusal skills.

Standard 10.0 Demonstrate leadership, citizenship and teamwork skills required for success in the family, workplace and community.**Expectations and Performance Indicators:**

- 10.1 Examine the FCCLA organization as an integral component of the Family and Consumer Sciences curriculum.
- 10.2 Describe characteristics of good citizenship during the adolescent years.
- 10.3 Develop skills to be effective leaders and participants.
- 10.4 Practice leadership skills through participation in class and co-curricular activities.
- 10.5 Cooperate within a multicultural environment to achieve goals.